



South Lanarkshire Council

Recovery School Improvement Planning August 2021



St Mark's Primary School, Rutherglen



Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<p>Plans for curriculum development work for session 2020-21 were adapted due to changing priorities as a result of the Covid-19 pandemic and the need to develop digital capacity in digital technologies to deliver remote learning.</p> <p>We now need to take a strategic overview of our curriculum to ensure it reflects the uniqueness of our setting and takes account of the four capacities, four contexts for learning and learners’ entitlements, as well as considering the experiences and attainment of learners during the pandemic.</p> <p>We are aware that our attainment in writing is lower across the school than other areas of literacy and of numeracy. We need to address this.</p> <p>Our self-evaluation has identified that our Social Studies curriculum needs to be refreshed.</p>	<p>August 21 In-Service input on the Refreshed Curriculum Narrative – Engage with Education Scotland materials</p> <p>Create a new Curriculum Rationale statement taking into account the particular educational context of our school in 2021, and as a result of the Covid-19 pandemic.</p> <p>Develop Writing Curriculum across all Levels. Introduce PM Writing. In-service training at August In-Service</p> <p>Review and update social studies planning to include local context and topical themes. Consult with learners, parents/carers, and staff on social studies topics. Ensure there is appropriate coverage of all E+Os and progression across each Level.</p>	<p>Teaching Staff will re-familiarise with key curricular messages. Increased focus on the four capacities, enabling all pupils to become successful learners, effective contributors, responsible citizens and confident individuals.</p> <p>Learners, and raising attainment, will be central to our curriculum rationale.</p> <p>A consistent approach to writing across all stages. Improved attainment in writing at all stages.</p> <p>Learners will increase their knowledge of their local area and Scottish heritage, and their understanding of relevant, topical issues such as climate change.</p>
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<p>and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts. 	<p>The pandemic re-invigorated the importance and enjoyment of outdoor learning. There was evidence of some very effective outdoor learning during 2020-21.</p> <p>Learners are very enthusiastic and engaged with enterprise education through the Christmas Fayre project. In 2020 learners developed new ways to promote and sell goods using digital technology.</p>	<p>Improve regularity of outdoor learning opportunities to ensure more consistency of experience across the stages.</p> <p>Build on the digital capabilities of the Christmas Enterprise Fayre developed during 2020. Timeline for project.</p>	<p>Learners will have increased access to high quality outdoor learning.</p> <p>Increased pupil skills in digital promotion of class business eg. Advertising.</p>
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) 	<p>Over 80% of children engaged in remote learning during January to March 2021 lockdown using digital technologies.</p> <p>A play pedagogy approach was successfully implemented at P1 stage during session 2020-21. Teaching staff developed methodologies and approaches to actively engage learners. Attainment levels in June 2021 showed positive results.</p> <p>In revisiting the Refreshed Curriculum Narrative, we need to ensure that there is a consistency across the school of high quality learning and teaching which reflects the Learning, Teaching and Assessment Cycle.</p> <p>A consistent approach to teaching of writing is required to improve attainment in this curricular area.</p>	<p>Embed skills in use of digital technologies and ensure learners have opportunities to engage with new digital learning opportunities to build on their successes and further develop competence. Digital technologies to be taught as a NCCT subject in the 2021-22 session. Technologies</p> <p>Embed play pedagogy in Primary 1 and extend successful approach to P2 and p3 classes. Further develop play based and active learning pedagogies across P4-7 stages.</p> <p>Learning, Teaching and Assessment Cycle to be focus of Learning visits this session and of cluster moderation in Term 2. One Learning Visit to focus on play based approaches and one on Writing.</p> <p>Support all teaching staff to introduce the PM Writing programme following training at the August In-Service Day. Curriculum development time to be allocated to support introduction of programme.</p>	<p>All pupils are able to access learning through digital technology at the appropriate level in the event of any future periods of remote learning.</p> <p>Learners will have access to challenging and enjoyable learning experiences using digital technologies and develop independent learning. Engagement logs. Pupil feedback.</p> <p>Learners are motivated and enthusiastic about school and learning. They have access to appropriately challenging and enjoyable tasks which help them to develop a range of social skills and independence in learning as well as curricular knowledge and understanding.</p> <p>Improved consistency across school in delivery of high quality learning and teaching which includes effective LI/SC, pupil self/peer evaluations and meaningful constructive feedback which links to the LI/SC and informs next steps.</p> <p>Learners will experience a consistent methodology in writing lessons which will improve their skills in writing a variety of text types.</p>
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p>An annual calendar of summative assessments was created last session. We now need to review our approaches to on-going assessment across the session in literacy and numeracy.</p> <p>Self-evaluation processes including learning visits and sampling of work indicates that there could be a more consistent use of formative assessment across classes.</p> <p>Quality Assurance materials were updated last session to reflect the Recovery Curriculum at the relevant stages. This should again be reviewed this term as we are now at stage 4 of the Recovery Curriculum.</p>	<p>Review Literacy and Numeracy planners to ensure reliable evidence of progress in learning is gathered at relevant points on the learner pathway.</p> <p>All teaching staff to ensure AifL strategies are used in class to ascertain learning needs. Refresher session on effective use of AifL strategies. Learning Community moderation input from QIO Craig Connon.</p> <p>Update tracking and monitoring proformas to include planning, tracking and monitoring of all areas of the curriculum.</p>	<p>Learner pace and progression is tracked effectively. Records of assessment are kept and discussed at tracking and monitoring meetings.</p> <p>Pupils will be aware of what they are learning, how to be successful and able to evaluate their own learning. They will use feedback provided on learning to help them improve.</p> <p>Clear information on learner attainment is gathered on a termly basis.</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where 	<p>During the past few years we have been focused on improving attainment in Literacy, in particular reading, through our SAC programme. We intend to continue with support in reading through our PEF funding. Last year we adjusted the direction of SAC intervention to focus more directly on the impact that the two periods of school closures have had on our writing attainment. Our ACEL data shows a significant dip in our writing attainment that we need to address. (76% at P1, 67% at P4 and 60% at P7 achieving the expected level, with majority of those not on track from the SIMD1-2/FME group).</p> <p>Attainment data for Literacy and Numeracy is gathered on a termly basis through Tracking and Monitoring Meetings.</p> <p>As we progress with Stage 4 of the Recovery Curriculum, we must ensure that we continue to support learners not only with all areas of the curriculum, but continue to prioritise the physical, mental and emotional wellbeing of pupils, staff and families. A renewed focus on whole school ethos, and celebration of within school and wider achievements is required.</p>	<p>Focus on improving attainment in writing across the school.</p> <p>Develop a writing culture within the school, to promote and to improve enjoyment in writing.</p> <p>Training and implementation of the PM Writing approaches.</p> <p>Provide opportunities for staff to collaborate and to moderate writing.</p> <p>Targeted intervention for equity related gap groups of learners (see Improvement Priority 3)</p> <p>Continue to analyse pace and progression through Literacy and Numeracy planners and intervene timeously on identification of any issues adversely affecting attainment.</p> <p>Revisit whole school approaches to promoting positive behaviour and celebrating success, including updating the 'St Mark's Way,' to ensure consistency throughout school and alliance with school ethos, vision, values and aims, and linking with restorative approaches.</p> <p>As and when appropriate move towards wider school interactions including assembly, starting with 2-3 stages</p>	<p>Improved attainment to achieve nationally expected levels for identified groups of learners.</p> <p>Increased engagement and enjoyment in writing lessons. Feedback from pupils</p> <p>Development of common methodology in teaching of writing.</p> <p>Range of assessments including Benchmarks , GL, SWST, and PM Writing.</p> <p>Learners make continued good progress in Reading and Numeracy.</p> <p>Learners will feel more connected as a school community as wider school interactions increase.</p>
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>necessary, reignite learner responsibility for their learning and achievement.</p>		<p>together at a time, and building to whole school.</p>	
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>School Rationale</p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing</p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. Provide opportunities for CLPL which allow staff to focus on 	<p>During the course of 2020-21 staff have participated in SLC Attachment Strategy and PPRUDB training. This has built upon previous training in restorative approaches and collaborative work using Paul Dix material to create a new whole school behaviour policy in 2019. These developments have all contributed to the nurturing ethos within our school. It is important that as we return for the new session and look toward the removal of 'bubbles' that we reinforce whole school themes and promote our sense of community.</p>	<p>Continue to embed Attachment Strategy and Restorative Approaches across the school, including revisit during August 2021 in-service. Once available, staff to undertake Level 3 training.</p> <p>Raise the profile of attachment informed practices and restorative approaches with families, through workshops and leaflets.</p> <p>Resume nurture sessions for targeted pupils requiring more intensive support.</p> <p>School will commence the Education Scotland Compassionate and Connected Community (CCCC)</p>	<p>All staff are attachment informed and understand that all behaviour is communication. Staff use the term 'distressed behaviour' as opposed to 'challenging'</p> <p>Positive and supportive relationships are evident across the school.</p> <p>Children are calm and feel valued, included and listened to.</p> <p>Children are aware of high expectations of behaviour.</p>

<p>education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality</p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p>	<p>individual and collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the 	<p>All staff participate in annual Child Protection training and are aware of their statutory obligations.</p> <p>All teaching staff, including new staff, are fully conversed with all aspects of Additional Support Needs planning and provision.</p>	<p>programme to enhance nurturing approaches.</p> <p>School subscription to Emotion Works and staff training.</p> <p>Make further links with local and national sources of support for families.</p> <p>Continue to build positive parental communication through increased levels of engagement with hard to reach families and further develop partnerships with other agencies to offer available support.</p> <p>Deliver Families Connect program each term to Nursery, P1 and p2 parents across 2021-22 session, consulting with families to establish best delivery options.</p> <p>Identify children at each stage to form a 'St Mark's Way' group to promote positive behaviour, strategies to help pupils manage in difficult situations or when feeling distressed, and in using restorative approaches. Make links to Anti-Bullying initiatives.</p> <p>Thinking about my world measure Discussion forums Leuven's training when available.</p> <p>Annual Child Protection Training at August 21 In-Service.</p>	<p>Families will be supported effectively at times of need.</p> <p>Families with you children will feel supported and involved in their children's learning.</p> <p>Learners will feel supported when experiencing difficulty managing emotions.</p>
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<p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<p>work of the school could be influenced by it.</p> <ul style="list-style-type: none">• Identify opportunities to celebrate diversity.		<p>Refresher training in-service/clpl input in August 2021.</p>	
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing - Attainment - Attendance and Punctuality - Engagement - Participation 	<p>SAC Plan – A number of pupils from SIMD 1&2 and FME at each stage of the school have been identified who have fallen further behind in writing attainment.</p>	<p>Targeted support will be directed to identified P1 pupils from SIMD 1&2 & FME to improve emergent writing skills and motor skills.</p> <p>0.4 FTE Support Assistant</p> <p>Focused intervention by 0.7 FTE SAC teachers: Additional teacher support of 0.1FTE at each stage matched to the needs of these learners. This will include use of bespoke resources, ICT eg Talk to Text/Immersive Reader, play/active approaches.</p>	<p>Improved writing and motor skills of targeted P1-3 pupils to be developmentally age appropriate. Movement group tracking of progress - Use of developmental milestones and assessments</p> <p>Improved progress in writing of identified groups of learners to close the widening gap that has emerged: SIMD 1-2/FME pupils from P2-P7 will improve writing attainment</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change</p> <p>Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and</p>	<ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. • Ensure sound financial management of all sources of funding 		<p>Continue provision of reading intervention including Catch Up Literacy, 5 Minute Box, IDL and Toe by Toe for identified learners from the target group.</p> <p>Continue to improve use of digital communication to share learning successes with families. Increase use of Twitter to promote more consistent use across all stages.</p> <p>Engage learners, parents, staff and other stakeholders in PEF Participatory Budgeting.</p> <p>Continue to make careful and considered use of all available sources of funding to the benefit of learners.</p>	<p>Improved reading and writing attainment for identified target groups of learners from SIMD 1+2/FME</p> <p>Improved communication and parental awareness of learning within school.</p> <p>Stakeholders will feel connected and involved in driving forward school improvement, particularly in relation to closing the equity gap.</p>
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<p>teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>Our SAC and PEF funding is used to target support to learners from SIMD 1+2 and FME. As outlined in our SAC plan and above, we focus interventions to support these learners to improve their attainment. This year we will continue to provide Nurture support as this is a heightened priority following periods of school closure and the difficulties families have encountered.</p> <p>We are also directing targeted support to raise attainment in literacy, in reading and writing.(as above)</p> <p>We engage in regular dialogue with staff, pupils and parents to review progress and identify any barriers preventing progress. All staff are very responsive to learners needs and share any concerns the may have with SLT.</p>	<p>Implement interventions as outlined in SAC.</p> <p>Evaluate and review progress on an on-going basis.</p> <p>Be alert to any 'new' needs that may arise.</p> <p>Evaluate and review progress in partnership with parents and partners on an on-going basis.</p> <p>Be alert to any 'new' needs that may arise.</p>	<p>Pupils targeted for initial nurture provision will demonstrate improvement in at least one targeted Boxall target during a block of provision. Pupils will be supported to re-engage with learning following periods of lockdown. Reduction in incidences of distressed behaviour.</p> <p>Barriers to learning are minimised</p> <p>Learners provided with support to help them overcome any barriers.</p>
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p>Over the last few years the school has had a focus on reducing the cost of the school day. As a SAC school this is a particular issue for many of our families. PEF funding has been used towards funding for trips and events to eliminate the amount of contribution parents are asked for. We have provided resources and items of school uniform where pupils have been without. We work closely with our Parent Council on initiatives to support this agenda.</p>	<p>Continued focus on reducing the cost of the school day. Support Parent Council with recycling of school uniform and other initiatives.</p> <p>Establish Participatory Budgeting Group in September 21 to consult on use of 5% PEF funding.</p>	<p>Pupils, parents, staff and relevant stakeholders will have a say in determining how this money will be best utilised.</p>